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ABSTRACT

This manual is one of four volumes in a staff development series designed for use with the Georgia Comprehensive Guidance and Counseling units. The helping skills training program, developed to equip school personnel with the competencies necessary to establish and maintain interpersonal relationships has two components, part 1, the self-instructional manual for individual (written) practice, and part 2, the group activities component. The materials are presented in seven sequential competency units, i.e., attending, listening, perceiving, responding, confrontation and feedback, personalizing, and initiating skills, which correspond to the units in part 1. Each unit contains group activities/exercises complementing the written ones in part 1 and meant to be practiced in the training group. An introduction to part 2 describes the necessary characteristics of the training group and suggests ways in which parts 1 and 2 can be coordinated, and provides specific guidelines for the group leader. A series of warm-up exercises precedes the seven content units and a reference list is appended. (MCF)

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BASIC HELPING SKILLS TRAINING PROGRAM

PART II: GROUP ORIENTED ACTIVITIES

Georgia Comprehensive Guidance Series

Staff Development
for the
Guidance and Counseling Unit
Georgia State Department
of Education
Atlanta, Georgia

Developed by:

Career Development Projects
Department of Counseling and Personnel Services
College of Education
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Georgia Department of Education
Atlanta, Georgia 30334

Charles McDaniel
State Superintendent of Schools
1981

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Fall, 1980

GEORGIA COMPREHENSIVE GUIDANCE PROGRAM

GUIDANCE AND COUNSELING UNIT

STUDENT SUPPORT SERVICES

GEORGIA DEPARTMENT OF EDUCATION
ATLANTA, GEORGIA 30334

Charles McDaniel

State Superintendent of Schools

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OUTLINE: BASIC HELPING SKILLS TRAINING PROGRAM

INTRODUCTION - Definition, Research and Purpose of the Systematic Helping Skills Training Program

INTRODUCTION TO THE TRAINEES

SELF-INSTRUCTIONAL: SPECIFIC HELPING SKILLS

Unit I. Attending Skills

Objective 1: The Trainee will be able to define and understand the basic elements of attending skills.

1. Physical Attending Skills

Objective I.1: The Trainees will be able to attend physically to another person utilizing the "SOLER" (Egan, 1975) method and increase their competence in verbal following.

2. Psychological Attending Skills

Objective I.2: The Trainees will be able to attend psychologically to the participant, focusing on their non-verbal behaviors.

Unit II. Listening Skills

Objective II: The Trainees will be able to understand and utilize the process of active listening.

Unit III. Perceiving Skills

Objective III: Trainees will be able to perceive both the content and feeling of a person's statement, and sharpen their perceiving skills through a basic knowledge of psychological defense mechanisms and problem thinking patterns.

1. Perceiving Feelings Accurately

Objective III.1: Trainees will be able to perceive an individual's feelings that are communicated in verbal statements.

2. Surface and Subtle Feelings

Objective III.2: Trainees will be able to perceive surface and subtle feelings in an individual's verbal statements.

3. Defense Mechanisms

Objective III.3: Trainees will sharpen their perceiving skills through a basic knowledge of the most common psychological defense mechanisms.

4. Problematic Thinking Patterns

Objective III.4: Trainees will be able to sharpen their perceiving skills through a basic knowledge of some troublesome thinking patterns.

Unit IV. Responding Skills

Objective IV: Trainees will be able to respond effectively to another person's verbal statement.

1. Natural Response Style

Objective IV.1: Trainees will become more aware of their present (natural) style of responding.

2. Unhelpful Response Style

Objective IV.2: Trainees will become familiar with several unhelpful response styles that can interfere with the helping process.

3. Helpful Ways of Responding

Objective IV.3: Trainees will be able to recognize and utilize some helpful response techniques.

4. Responding with Empathy

Objective IV.4: Trainees will be able to make emphatic responses to another person.

Unit V. Personalizing Skills

Objective V: Trainees will be able to define and utilize a personalizing process.

Unit VI. Confrontation and Feedback Skills

Objective VI: Trainees will be able to use confrontation and feedback skills effectively in a helping relationship.

Unit VII. Initiating Skills

Objective VII: Trainees will be able to formulate and use an initiating (action oriented) response.

INTRODUCTION TO THE GROUP LEADER

GROUP ORIENTED ACTIVITIES: SPECIFIC HELPING SKILLS

INTRODUCTORY SECTION: WARM-UP EXERCISES

Objective: These introductory activities are designed to "break the ice" and help trainees get to know each other better. Group cohesion is a further benefit.

Unit I. Attending Skills

Objective: Trainees will be able to attend physically and psychologically to another person. The development of this skill will be facilitated by active participation in a training group.

Unit II. Listening Skills

Objective: Trainees will be able to actively listen to another individual. The development of this skill will be facilitated by active participation in a training group.

Unit III. Perceiving Skills

Objective: Trainees will be able to perceive both the content and feeling of a person's statement accurately, perceive surface and subtle feelings, perceive defense mechanisms and problematic thinking patterns. The development of these skills will be facilitated by active participation in a training group.

Unit IV. Responding Skills

Objective: Trainees will be able to respond effectively to another person's verbal statement. Competence will also be gained in discriminating between helpful and unhelpful response styles, responding with empathy, and using questions to maximize information. The development of these skills will be facilitated by active participation in a training group.

Unit V. Personalizing Skills

Objective: Trainees will be able to formulate and utilize a personalizing response. The development of this skill will be facilitated by active participation in a training group.

Unit VI. Confrontation and Feedback Skills

Objective: Trainees will be able to use confrontation and feedback skills effectively in a helping relationship. The development of these skills will be facilitated by active participation in a training group.

Unit VII. Initiating Skills

Objective: Trainees will be able to formulate and utilize an initiating response. The development of this skill will be facilitated by active participation in a training group.

INTRODUCTION TO THE MANUAL

This manual is designed to introduce educators to a Basic Helping Skills Training Program. The term "helping skills training" refers broadly to the skills necessary to develop and maintain personal and interpersonal relationships. These necessary skills will be taught in a sequential, progressive fashion and thus can be thought of as a systematic self-instructional program. It is important to learn how to utilize the most elementary of these skills first before moving on to the higher levels of communication.

Throughout this training manual several terms will be used interchangeably. Educators will also be referred to as helpers and trainees, while students will occasionally be called helpees. The educator-student relationship is also referred to as a helping relationship.

Your position as an educator will often place you in the role as a helper. Your students will frequently look to you for guidance, approval, problem-solving assistance, and even solutions to conflicts. A person requesting help from another is often referred to as a helpee. You, as a professional educator, will frequently have the opportunity to help your students with educational, vocational, and personal concerns. Furthermore, you also may be called upon to assist some students to define a wide variety of goals (e.g., educational or personal) and plan a course of "action-steps" to accomplish these goals. In short, you are the helper.

Since your job occasionally places you in the role of a helper, your role resembles that of a member of the helping profession, which is comprised of women and men from all walks of life, whose primary occupational task is helping others. It was once believed by the helping community that any type of helping intervention would be constructive and beneficial for the helpee. However, contemporary psychological research has suggested that helping can be "for better or worse." In other words, it was discovered that attempts to help by some helpers were more hurtful than helpful. The reason for this was that they either lack the necessary helping skills to be effective or their skills were underdeveloped and hence of little use.

This manual is designed to help you, the professional educator, become a more effective helper. It is written from a competency-based format, which means that it is designed to help you learn a number of specifically defined competencies or skills. Learning these skills will enable you to form more effective helping relationships with your students. Competency-based helping skills training clarifies the helping process and it is based upon four assumptions.

1. The helping process can be broken down into specific individual skills.
2. Skills can be learned through practice
   - individual practice--through written exercises
   - group practice--through group activities.
3. Skills have a positive influence on the helping relationship.
4. Skills will contribute to participants' defining their individual educational-occupational goals.

This training manual was designed so that you can both learn and practice the skills you will need to become a more effective helper. There will be two parts in this program:

> *Part One* will be self-instructional and is written for individual practice. This part will contain groups of written exercises that individuals can respond to.
>
> *Part Two* will be group oriented activities. This part will contain group activities designed to build specific human relations skills and should be practiced in the context of a training group.

This manual will deal exclusively with *Part Two*. It is suggested that this manual be used with the *Part One* manual. The purpose of these exercises/activities is to help the educators begin to translate the skills of this systematic Helping Skills Training Program into practice.

This competency-based Helping Skills Training Program is a systematic developmental program which will help you develop the competencies necessary to provide an effective helping relationship. Through either individual (written) or group (activities) practice, you will acquire competency in *seven* major areas. These areas are:

1. Attending Skills
2. Listening Skills
3. Perceiving Skills
4. Responding Skills
5. Confrontation and Feedback Skills

6. Personalizing Skills

7. Initiating Skills.

As you develop more competence in these skills through written and group practice, you will find yourself becoming more effective in your helping interactions with your students.

PART TWO: GROUP ORIENTED ACTIVITIES

Part Two, contained in this manual, consists of 7 units that correspond with the units in Part One. Each unit contains group activities/exercises which complement the written ones in the first section and should be practiced in the context of a training group.

Basically, *a training group* is a small group of people who meet together to practice their helping and communication skills. This group can be made up of fellow educators who meet regularly for a hour or two each week to improve their skills. The atmosphere of the group should be supportive, encouraging, and accepting. Furthermore, it should allow the individual group members to experience the feeling of psychological safety as they try out new skills and behaviors.

Each group should have a leader who is familiar with a basic knowledge of how to lead or facilitate a small group discussion. To reinforce the skills taught in the self-instructional part of this manual, the leader may wish to hand out duplicated copies of the narrative sections which describe each respective skill. For instance, when covering the group activities of Unit I--Attending Skills--the leader could use as "hand outs" copies of the material in Part One that describes attending skills. This could be done for each specific skill. The next section, "Introduction to the Leader," will contain specific information and instructions for the training group leader.

INTRODUCTION TO THE GROUP LEADER

This manual is designed to introduce a team of educators to Helping Skills Training. Presented in an experiential form, the exercises in this section will acquaint the educators with the small group process and procedures used to teach helping skills. This will enable them to assess the function of a Systematic Helping Skills Training program in their school and aid them in conceptualizing methods for instituting these processes.

Many people have contributed to the refinement and research behind these skills. Because the roots are based on Carl Rogers' philosophy, groups that are run in a non-judgmental atmosphere are most conducive to learning these skills. If the group is a safe place to try out new behaviors, the participants will risk more, responding with higher levels of facilitation and self-disclosure. Probably your greatest responsibility rests in your ability to model what you are teaching. Therefore, it will be necessary for you to respond as positively and non-judgmentally toward the group members and the processes as possible.

Carkhuff (1969) has documented that the level of the "trainee" can only become as high as the level of the "trainer." The books on the resource list, especially Gazda (1973) *Human Relations Development: A Manual for Educators*, will provide you with necessary background conceptualization and information.

Your energy level is also important, because it will be contagious. Facilitative responding and attentive behavior require a tremendous amount of physical energy and mental concentration. The success of each group and ultimately of the workshop will depend in part on the appropriate behaviors you model and the skills you display. Appropriate attentiveness and responding are therefore crucial to your roles as leader. Yet, the training will proceed only as rapidly as the group will allow and the level of functioning of the group members will, in turn, determine how rapidly they will be willing to progress. Among professionals, resistance to the training often exists. This should be expected and accepted. Sometimes disruptive behavior occurs during the group, but in keeping with living the model of good human relations

skills, you might attempt to model appropriate understanding and responses to any such disruption or resistance.

The best setting for the training (e.g., workshop) is a quiet, comfortable room just large enough to accommodate the group but isolated enough to provide privacy. Many of the exercises call for a circular arrangement of nine or ten members, others, for separate dyads or triads in different segments of the room. Lightweight, movable chairs are therefore preferable to desks which restrict non-verbal exercises, and to a center table which inhibits open, cohesion-building communication.

The exercises are designed to follow in sequence, but the division of workshop segments provides naturally for breaks.

The group may meet for two hours a week until the manual is completed, or may set aside several days in succession. In either case, two hours is an optimum amount of time for individual segments. After two hours of concentration, exercises become tedious, participants fatigued, and coffee breaks necessary. In segments of less than two hours continuity and discussion are difficult to maintain. Although spacing of meetings over several weeks may be more convenient, you should be aware that some time will be needed to build group cohesion at each meeting. Varying and repeating some of the exercises will help. Pfeiffer and Jones (1973), listed with the resources, will offer additional exercises.

Leading groups can be a rewarding experience for leader and participant alike, but group success may at times depend on the preparation of the leader. Any group will progress more smoothly if the leader is familiar with the exercises and has all necessary materials readily available. Because of this we recommend that you read the entire manual.

Carefully gather all of the required materials, familiarize yourself with the resource material, and plan your initial comments and time format before the workshop begins.

INTRODUCTORY SECTION: WARM-UP

Objective: These introductory exercises are designed to "break the ice" and help trainees get to know each other better. Group cohesion is a further benefit.

Exercise 1: Warm-Up

Purpose: This exercise is designed to familiarize workshop participants with each other and to provide practice in attending to other members of the group.

Activity: Ask the group to assemble seated in a circle, then request that persons think of three adjectives which describe themselves. The first person begins by stating his/her name; the second person repeats the first name and then states his/her own name. The next person repeats the first two and adds his/her name. This procedure continues until all members have participated. The second time around the circle, the members add one adjective before the name. If the group is larger than ten, the addition of the second and third adjective on subsequent rounds will be difficult. For such a large group subsequent rounds should state only the second adjective then only the third without attempting to restate all three.

Leader: Use groups of nine or ten people. Some people encounter difficulty with this exercise and feel embarrassed if they forget a name. A non-judgmental atmosphere in the group is therefore important.

Exercise 2: Warm-Up

Purpose: This exercise will encourage group members to begin thinking about helping skills.

Activity: Ask all members to think about the term "helping skills" and formulate a definition of it. This exercise should not be written but should take the form of "brainstorming" in which participants verbally express their definitions in a group discussion.

Leader: As leader you may want to list these on a large sheet of paper or chalk board. This list will provide stimuli for further suggested definitions or differences of opinion. When the "brainstorming" seems to be waning, attempt to summarize the definitions and translate the summary into a working definition for this group.

Exercise 3: Warm-Up

Purpose: The purpose of this exercise is to define a helpful person.

Activity: When times are hectic or problems press for resolution, someone, usually a special person, exists who can help. Think of someone who you might approach for help.

Leader: As the group describes this "special person," list the descriptive terms on the board. Point out the similarities in everyone's choice of helper, and attempt to summarize helping characteristics. Retain list for next exercise.

Exercise 4: The Listener

Purpose: This exercise explores the nature of listening, provides practice in listening and helps group cohesion develop.

Activity: Suppose instead of being hassled, you are feeling great! Life couldn't be better, the day is gorgeous, your job rewarding and your family happy. Make a wish for something you've wanted for quite some time. You may or may not want to share it with the group.

Now suppose that your wish has just come true. Think of the person you would want to tell. Discuss why you picked this person. Does he or she have any of the characteristics of the "helpful" person? What are the similarities and the differences?

Leader: Give the group some time to think of a wish. Let members share it with the group if they so choose.

As they describe this "listener" write the descriptive words on the board. Your summary of these introductory exercises might include the following comments.

Probably your descriptions of the helpful person and the listener may include terms such as empathy, respect and warmth. Empathy means "feeling with" someone or "walking in their shoes." Respect implies a "belief in" the person and a positive regard for his or her position. Warmth is the ability to communicate caring and attentiveness. To be a more helpful person, one might practice better listening and learn to demonstrate that he or she understands and cares. For some people this seems to be natural. For others it is more difficult to be a facilitator. These skills can be learned, however, and the exercises which follow will help build skills to demonstrate empathy, respect and warmth.

Once the introductory exercises have been completed you may wish to hand out the duplicated copies of the narrative sections describing the specific skills you intend to cover.

Exercise 5: Difficult Student

Purpose: This exercise is designed to focus participant attention on student behavior and needs.

Activity: Think of a "difficult" student in your school, someone with whom you have had contact in counseling or the classroom and someone who seems to annoy you, frustrate you, or anger you.

Describe one or more specific behaviors which bother you. If the individual annoys you in appearance or attitude, these as well as behaviors might be mentioned.

Any student, behavior problem or otherwise, may benefit from Helping Skills programs. The recent literature indicates that many school systems have introduced such training for students. In West Virginia, a federal project, PALS, has integrated Human Relations Training with Career Awareness. Each semester fifteen tenth graders are selected to participate in activities which provide occupational information and Human Relations Training. The high school students have then taken on the responsibility of working with third, sixth, and eighth graders to increase career awareness utilizing these skills. The elementary school teachers have been delighted with the high school "helpers," and the student-helpers have taken their jobs quite seriously while enjoying the experience.

In White Plains, N.Y., another project, directed by a Human Relations Specialist who has organized workshops on leadership, values clarification, and Systematic Human Relations Training leads to greater gains in friendship among the participants than noted in other programs. This same study indicates that Human Relations might be effectively used with low achievers. According to a study (Glen, 1974) conducted at a Florida middle school, teachers also notice the difference, rating those students who have had the training higher than those in the control group.

The major task confronting the participants in this activity is one of identifying "specific" behaviors. You may need to coach them a little in their deliberations. After giving the participants sufficient time to jot down a few thoughts, you might generate a full group discussion.

Perhaps you are thinking that though the socialization of the students and the atmosphere of the school are important, the primary function of the school is academic. Aspy and Hadlock (1967) found that academic growth was affected by the level of empathy, warmth, and genuineness demonstrated by the teacher. Another study by Aspy (1972) reports that first-grade students tested before and after their teachers had Human Relations Training displayed an average increase of nine I.Q. points on the Stanford-Binet Intelligence Test. In addition, the inferred self-concepts of the students were positively related to the improved interpersonal functioning of the teachers. Additional history and research relating Human Relations Training to education may be found in the Gazda (1973) references.

Exercise 6: Affective Words List

Purpose: This exercise introduces the participants to words that communicate feeling.

Activity: A good helper is aware of his or her own feelings and is able to label them accurately. In order to demonstrate empathy for another, however, a person must understand how this other person feels and be able to respond appropriately to those feelings. To be precise and descriptive a person needs to have a sufficient affective vocabulary.

Divide the group into triads and allow three minutes for each triad to compile a list of "feeling words." When the total group reassembles, have the triads discuss and compare their lists. If it seems appropriate, you might want to develop a composite list on the board. A comprehensive list of affective terms is available as an appendix in the earlier cited Human Relations Text by Gazda (1973), and also in Part One of this manual.

When these introductory exercises have been completed, the leader should briefly summarize the possible use of such group exercises in an educational and classroom environment and then quickly review the components of Helping Skills Training to be explored:

Attending to another person

Listening to what that person has to say

Perceiving the content and feeling in a statement

Responding to that person and statement

Personalizing the emotions of another.

Confronting discrepant communications

Initiating constructive resolutions.

UNIT I

I. Attending Skills

Objective: Trainees will be able to attend physically and psychologically to another person. The development of this skill will be facilitated by active participation in a training group.

Exercise 7: Experiencing Nonattending

Purpose: To learn how to maintain helpful physical attending behavior and to learn to discriminate between good and poor attending skills.

Procedure:

1. Find a partner from among the members in your training group. Try to team up with the person you know least well.

2. Partner A should adopt an attending position; Partner B should adopt a nonattending position (no eye contact, closed posture, etc.).

3. Engage in a 3-5 minute discussion about your goals for this training session, what you hope to accomplish, and so forth.

4. After 3-5 minutes change roles so that partner A now assumes the nonattending position while partner B assumes an attending position. Continue the conversation on goals for another five minutes.

5. Stop the conversation and process how you felt in both attending and nonattending positions, what impact the other's attending or nonattending had on you, how did you feel in the different roles, etc.

Exercise 8: Practice Attending Skills

Purpose: To practice attending skills within the SOLER framework.

Procedure:

1. For this exercise you will be working with two other people. The three of you should choose a corner of the room where there is the least distractions.

2. Person A will portray a student who has a personal concern. Person B will be the helper who will be using attending skills to gain new information from the student. Person C will be an observer of the interaction between A and B.

3. Person A will discuss his/her problems with a homework assignment for about 5 minutes. During this time, person B will practice attending skills (good eye contact, relaxing, etc.) while focusing on the student. Person C, the observer, will take notes on the attending skills being used--look for both good and poor skills.

4. After the 5 minutes exchange discuss among yourselves any observations you made during the interaction, with particular attention on the observers observations. What attending skills were good? Which ones need more practice?, etc.

5. Now exchange roles so that person B becomes the student, while A becomes the observer and C becomes the helper. Role play for 5 minutes as described above and then discuss again.

6. Exchange roles once again. A becomes the helper, B the observer, and C the student.

7. After discussing in your group of 3 the reactions to the exercise, return to the training group and discuss the reaction of other members.

Exercise 9: Verbal Following

Purpose: To practice the skill of verbal following.

Procedure:

1. Find a partner from among the members in your training group. The partner should be someone you do not know very well, if this is possible.

2. Partner A will plan the role of a student who has been disrupting class. Partner B will be the teacher trying to help this person. Try to make this artificial situation as realistic as possible.

3. As partner A plays the part, partner B will try to verbally follow as best as he/she can. Remember that verbal following is a specific skill that you can learn through practice--just stick to the same topic that the student introduces. Practice about 10 minutes.

4. Now switch roles and allow the other person to practice verbal following.

5. After you have both practiced, discuss any problems you may have experienced. Was it difficult to switch to the topic? Was it hard or easy for you? What would you need to do to become more competent at verbal following?

6. Return to the training groups and discuss as a group any common difficulties you experienced.

Exercise 10: Nonverbal Behavior

Purpose: To become more aware of your own non-verbal behaviors associated with feelings.

Procedure:

1. Find a partner and move to a corner in the room.

2. Each of the partners should list on a piece of paper all of the nonverbal behaviors you can for each of the four major emotions: anger, fear, happiness, and sadness. For example, "when I'm angry I frown, clench my fists, tense my body up, withdraw from people, and feel knots in my stomach."

3. Take about 10-15 minutes to complete your list and then share this information with your partner and the rest of the training group. Notice its similarities and differences.

Exercise 11: Psychological Attending

Purpose: To gain experience in psychological attending.

Procedure:

1. Index cards (3" x 5") with feeling words will be distributed by the leader. Each card will have one word on it. Some examples could be: confused, disturbed, angry, low, restless, sad, worried, calm, confident, happy, excited, relaxed, peaceful, etc.

2. Each person should be asked to act out or pantomime the emotion described on his or her card. Others will try to guess the emotion being displayed. After each person gets an opportunity to pantomime, discuss nonverbal behaviors which communicate feelings similar to some of your students.

3. It is often difficult for one person to "act" in front of others, even a small group of people. To give support, you may wish to divide the group in half and let one half act their choice while the other half discusses the body language demonstrated.

4. Each member should write a statement evaluating one of the pantomimes. The format of the statement should include reference to the nonverbal behavior and the feeling perceived. For example, "Jack dropped his head and let his face sag; this made me think he felt sad." When group members have completed this writing assignment, the leader should read them quickly in order to ascertain if explanation or clarification of appropriate nonverbal behavior interpretations is necessary.

   An alternative strategy is to ask the group to identify the primary behavior which caused them to label the feeling depicted. A follow-up discussion should focus on the relationship of nonverbal behaviors and verbal behaviors.

UNIT II

II. Listening Skills

Objective: Trainees will be able to actively listen to another individual. The development of this skill will be facilitated by active participation in a training group.

Exercise 12: Actively Listening

Purpose: To gain practice in listening.

Procedure:

1. Find a partner.
2. Member A of each pair will speak for one minute about anything he/she chooses while member B listens.
3. Then member B will repeat as accurately as possible the exact words member A used. This is also a good opportunity to combine your attending skills with your listening skills. Attend and listen.
4. Member A then gives feedback to B about the accuracy of listening. Did member B capture your words exactly? What parts were missing?, etc.
5. Now reverse roles and repeat the process.

Exercise 13: Listening Practice

For a closing exercise you may want to prepare and play a one-minute audio tape of a verbal statement. After the tape has been played, ask each member to write the statement verbatim, and then replay so that they may check their own levels of accuracy. The content of the taped remarks can be on any subject.

Exercise 13A: Alternative 1

Directions for the original exercise should be followed with one variation: before the members of the dyad repeat one another's personal experience, the listener should let ten seconds elapse before repeating what the speaker stated.

Exercise 13B: Alternative 2

The group members should form a circle. One individual in that circle should verbally state a short personal experience. After such a statement the group member to the speaker's left will respond verbally to the speaker's statement then turn to his or her left and verbally state a short personal experience. The exercise continues until all group members have participated first by responding to the speaker on their right then stating a personal experience, and finally by being responded to by the listener on their left.

UNIT III

III. Perceiving Skills

Objective: Trainees will be able to perceive both the content and feeling of a person's statements accurately, perceive surface and subtle feelings, perceive defense mechanisms and problematic thinking patterns. The development of these skills will befacilitated by active participation in a training group.

Exercise 14: Perceiving Feelings Accurately

Purpose: To practice perceiving skills in a small group.

Procedure:

1. Find a partner in your training group.
2. Partner A will make a statement to B about a recent personal experience at home, work, etc.
3. Partner B will try to discern the feelings that person A is communicating in the statement. Remember to think--How does this person feel as he/she is speaking?
4. Partner B will share with A the feelings he/she is perceiving and A will say whether they are accurate. For example: "Yes, I was feeling happy about that experience." Or "No, that's not exactly how I was feeling."
5. Let partner A make about three statements and then switch roles.
6. Return to the group and discuss any difficulties. Observe the common difficulties shared by other training group members.

Exercise 15: Perceiving Surface and Subtle Feelings

Purpose: To practice perceiving surface and subtle feelings in a training group.

Procedure:

1. Find a partner in your training group.

2. Work together on the following three situations, trying to discern both the surface and subtle feelings involved:

Situation 1:

Student to teacher: "I realize I'm flunking your course, but I just want you to know that I'm actually trying very hard. It seems like the harder I try, the lower my grades get. What should I do?"

Surface feelings	Subtle feelings
_____	_____

Situation 2:

11th grader to teacher: "A lot of times I think about how nice it would be not to have to go to school. And then, if I quit, I wonder how long I would be happy."

Surface feelings	Subtle feelings
_____	_____

Situation 3:

9th grade boy talking to homeroom teacher: "Math to me is very dull; it doesn't interest me very much. The teacher is boring, too. He doesn't respond to young people. He doesn't make this subject interesting."

Surface feelings	Subtle feelings
_____	_____

Process: Now, process with each other or your training group your reason for choosing the particular feeling words to describe surface and subtle feelings communicated in each situation. Did you and your partner agree? What were your differences?

Exercise 16: Defense Mechanisms

Purpose: To engage trainees in a discussion of defense mechanisms.

Procedure:

1. Refer to exercise 11 in Part One of this manual; it is located under Objective III.3.

2. The group members should exchange their answer sheets for the written exercise on defense mechanisms, and review the answers provided.

3. If any differences of opinion are revealed, the leader will attempt to resolve the variance by clarifying types of defense mechanisms. Discussion should continue between leader and group until the appropriate defense mechanisms have been identified.

4. The leader should facilitate a discussion about the members most frequently used defense mechanisms, and how they could possibly interfere with the helping process.

UNIT IV

IV. Responding Skills

Objective: Trainees will be able to respond effectively to another person's verbal statement. Competence will also be gained in discriminating between helpful and unhelpful response styles, responding with empathy, and using questions to maximize information. The development of these skills will be facilitated by active participation in a training group.

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Exercise 17: Natural Responding

Purpose: To become more aware of your present (natural) way of responding.

Procedure:

1. The leader will read several stimulus statements (below) which may represent typical, everyday problems or encounters. You will be asked to respond orally or in writing exactly as you would in an actual situation, as if the person with the problem were talking to you. Remember, try to respond as naturally and quickly as possible.

2. Following the reading-responding parts of this exercise by asking each participant to write a statement describing one strength and one weakness in his/her way of responding. Those who wish, may discuss their statements and receive feedback from the group.

STIMULUS STATEMENTS

Setting One

You are a teacher with seven years experience. One afternoon one of the first-year teachers, who seems to be having a morale problem, says to you:

Stimulus Statement:

"I wish I knew what I was doing wrong. It's already November and I still feel like I'm not getting the hang of it. You know, like making dumb mistakes. I get so nervous when I think I'm not doing a good job. I think the kids are picking up on it too, which certainly doesn't help matters any."

Setting Two

You are a history teacher and have just started a section on Black History. One of your students, who is black, comments to you after class:

Stimulus Statement:

"You might as well not even cover Black History in here. Everytime you mentioned a famous black person today, those white dudes in the back started making jokes and jiving around. When I heard them call Martin Luther King a Super Fly, you almost had yourself a fight in the classroom."

Setting Three

You are a school principal and one of your teachers walks into your office unannounced, looking very angry, and says:

Stimulus Statement:

"This is it! In all my years of teaching I've never had a child I couldn't handle. I've always been able to find a way, but this kid, Tommy Foster, has got me so I can't eat or sleep. Even my husband says I haven't been myself in over a month. Somebody is going to get out of that classroom, either him, or me."

Setting Four

One of your students comes to you after school and says to you in a friendly sort of way:

Stimulus Statement:

"I don't understand why you need to give us so much homework all the time. You think the only way we can learn this stuff is by spending two hours a night on homework. I have other subjects, too, you know. And besides, it doesn't give me much time to do anything else."

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Exercise 18: Unhelpful Response Styles

Purpose: To recognize unhelpful response styles.

Activity: Each participant should examine the ten roles and interactions which are depicted here in cartoon form and then supply the response such an individual might make to someone seeking help or advice.

Preacher

In using this approach an individual invokes moral authority and frequently shames another individual into feelings of guilt for what is morally labeled inappropriate behavior.

Namecaller

This verbal approach makes persons feel unworthy, bad, and unloved, because they are so labeled by the responder.

Consoler

In using this type of response one individual tries to make others feel better by talking them out of feelings. Such consoling or sympathizing often precludes further communication.

Conman

In using this approach an individual attempts to direct another's feelings away from the real concern to some side issue, often by using flattery.

Interpreter

Using this approach an individual analyzes and diagnoses why another is behaving in a particular way. Usually, on very limited information, such an individual assumes that he/she can understand the motives and precipitating causes of the problem.

Teacher

This approach tries to influence an individual with facts, logical arguments, information, or personal opinions.

Comedian

Individuals using this technique think that if they can be funny or divert another's attention through humor that the problem will be partially solved. Such a comic response may ignore the problem totally.

The interrogator

Interrogator

This type of response indicates that individuals are more interested in satisfying their own curiosity than in helping another solve a problem.

Bully

This type of response communicates that the receiver is expected to comply with the responder's expectations or demands.

the advisor

Advisor

This type of response often makes persons feel that they don't have the ability to work out their own problems because the responder has already supplied the solution.

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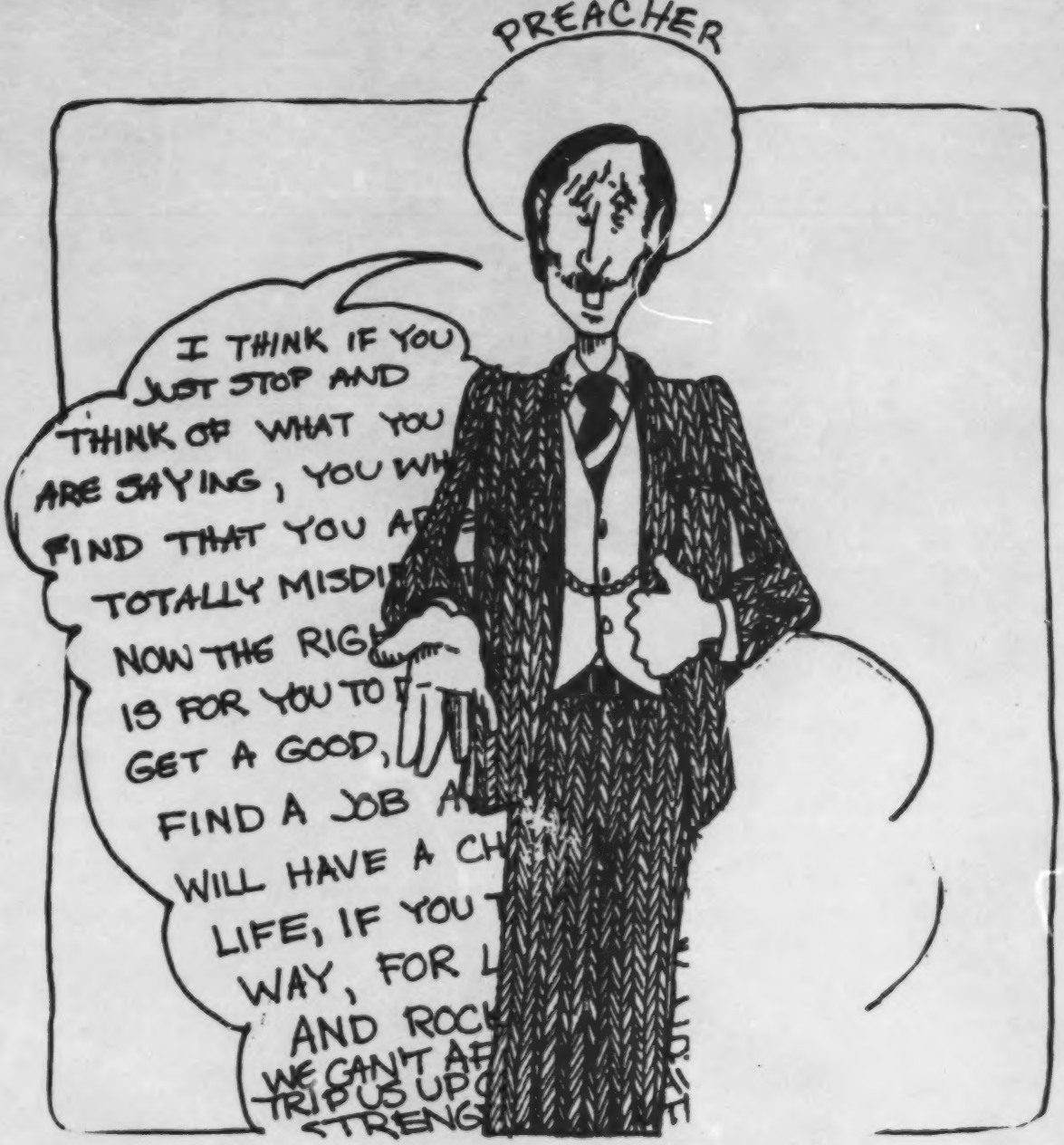

LEADER'S GUIDE

Preacher

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LEADER'S GUIDE

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LEADER'S GUIDE

Consoler

In using this type of response one individual tries to make others feel better by talking them out of feelings. Such consoling or sympathezing often precludes further communication.

Now, a beautiful, CHARMING, OBVIOUSLY INTELLIGENT LADY LIKE YOURSELF WOULDN'T KEEP A GUY NOW LIKE ME WAITING, WOULD YA? GORGEOUS?
OH, BROTHER!
RECEPTION

—the conman—

LEADER'S GUIDE

Conman

In using this approach an individual attempts to direct another's feelings away from the real concern to some side issue, often by using flattery.

LEADER'S GUIDE

Interpreter

Using this approach an individual analyzes and diagnoses why another is behaving in a particular way. Usually, on very limited information, such an individual assumes that he/she can understand the motives and precipitating causes of the problem.

THE TEACHER

LEADER'S GUIDE

Teacher

This approach tries to influence an individual with facts, logical arguments, information, or personal opinions.

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—the comedian—

LEADER'S GUIDE

Comedian

Individuals using this technique think that if they can be funny or divert another's attention through humor that the problem will be partially solved. Such a comic response may ignore the problem totally.

The interrogator

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LEADER'S GUIDE

Bully

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— the advisor —

LEADER'S GUIDE

Advisor

This type of response often makes persons feel that they don't have the ability to work out their own problem because the responder has already supplied the solution.

Exercise 19

Participants should read and discuss the alternative response for each cartoon, particularly noting the possible ill effects of each type of response.

Cartoons with the original responses of the artist are included in the leader's guide only. You might want to use them as examples of responses which might be made by each type of person. This may be of particular value if participants seem to be having difficulty creating original responses.

Exercise 20

Purpose: To classify responses according to their communication style.

Activity: If the leader chose written rather than oral responses as the means of participation in Exercise 19, each individual should now review these responses and categorize them according to the ten types exemplified in Exercise 19. Participants might want to read aloud each response and its classifications while others provide feedback. After completing this task, a discussion of personal experiences involving ineffective communication styles might be helpful. Participants may want to note when such stereotypic styles are useful, or how they feel when confronted with one of these styles.

Exercise 21

Individuals will read aloud each response and its classification, then receive feedback from others. Discussion will continue until each response is adequately labeled.

An alternative approach to this exercise is needed if the natural responding activity(ies) involved oral responses only. You may want to ask the participants to formulate responses to the situations in Exercise 15 according to two or three of the cartoon-depicted styles of ineffective communication.

Exercise 22

Purpose: To experience the effects of poor communication style.

Activity: Individuals in dyads will role play a situation using and demonstrating several of the roles. One participant should role play a person with a problem or concern while another should take one of the ten roles noted in Exercise 19. Each participant should allow enough time to listen and grasp the content of the problem and then respond with examples of ineffective communication styles.

Exercise 23

Participants will reassemble in a group and discuss how they felt when communication was blocked. Discussion will allow participants to verbalize the feelings they had.

POSSIBLE TOPICS OF DISCUSSION--Effects of the Ten Ineffective Communication Styles

1. All roles carry some risk of stopping communication, and may even hurt the relationship between individuals.

2. Ineffective communication styles suggest a need or desire to control or change another person. This type of response communicates, "It is difficult for me to accept you because of the way you are."

3. Some of these ineffective communication styles demonstrate a lack of respect by not allowing an individual to solve his/her own problems. An example of this type of response might communicate, "You can't handle it, I'll show you what to do."

4. Many of these ineffective communication styles carry the risk of causing an individual to employ defense mechanisms or other patterns of resistance.

5. All of the ineffective communication styles piggyback underlying communication. Examples are:

   "I'm not sure if you can be trusted."

   "The feelings you have are not real."

   "It's hard for me to be serious with you."

   "I don't think you are perceiving things very clearly."

6. All of the ineffective communication styles may possibly stop further interaction between individuals.

Exercise 24: Open-Ended Question-Group Practice

Purpose: To demonstrate examples of open-ended questions.

Procedure:

1. The group should divide into pairs and move to different sections of the room for privacy. One member will imitate a helpee with a problem (real, or made-up) and the other will respond with open-ended questions.

2. Allow five minutes for this exercise, then have members switch roles.

3. Following the exercise, re-group and ask for comments and reactions. Point out that closed questions can be answered with yes or no responses which do not gain much new information, but do lead to an interview in which an individual simply waits for and quickly answers questions. Such an interview does not contribute to good communication. Reassembled in the group, dyad members may discuss how they felt when given open-ended questions.

Exercise 25: Brief Facilitative Comments

Purpose: To demonstrate examples of "Brief Facilitative Comments."

Procedure:

1. Choosing one trainee to complete a dyad, the leader will demonstrate "minimal encouragement to talk" responses. The trainee should role play a person with a problem, and the leader, a minimally encouraging listener.

2. In explaining responses, the leader should note that even a nod of the head or sustained eye contact will indicate that a listener is attending to a speaker. The importance of natural responses should also be stressed.

3. The entire group should discuss how "Brief Facilitative Comments" might be used in daily school situations.

Exercise 26

Purpose: To provide participants with practice in formulating reflection of feeling responses.

Procedure: Participants should review the following five statements, then formulate one response to feeling for each. These responses may be written, then reviewed and discussed by the leader or they may be expressed orally in a group discussion.

1. "I am afraid that I am failing two courses."

2. "English class has really been interesting but I don't think I will bother to go today because I have not finished my paper assignment."

3. "Maybe I should quit school. None of the teachers like me anyway."

4. "If he doesn't ask me for a date, I think I will die."

5. "If she acts so cold this weekend, I may explode."

Exercise 27: Responding to Feeling (Group Activity)

Purpose: To provide an opportunity to practice formulating responses in an artificial situation.

Procedure:

1. Find a partner and move to a corner of the room.

2. Partner A will express a statement about anything of interest and Partner B will try to respond to the feeling contained in the statement. Remember to use the simple formula: "You feel _____." Let Partner A express several statements.

3. After 5-10 minutes, switch roles and let A practice responding.

4. After both partners have had a chance to practice, discuss any progress you have made during the exercises. Discuss any difficulties.

Exercise 28: Responding with Empathy (Group Practice)

Purpose: To provide trainees an opportunity to practice formulating empathetic responses in a role playing situation.

Procedure:

1. Find a partner.

2. Partner A will express a problem (either real or one made up) and Partner B will respond with empathy to A's statement. Remember to practice with the formula: "You feel _____ because _____." If this formula seems too artificial for you (it may even sound phony) then try to practice responding in a way that is natural to you, yet at the same time respond to the feeling and content of the message.

3. After 5-10 minutes switch roles and let A practice responding.

4. After both partners have had a chance to practice, discuss anything you can think that would help make these formula responses more natural to you. Remember, accuracy is essential in empathetic understanding and facilitative responding.

5. You might want to focus follow-up discussion on the merits of naturalizing responses. Practicing formula responses enriches the eventual natural responding style. You might check with the general group to make sure the earlier cartoon--depicted ineffective styles have not returned.

UNIT V

V. Personalizing Skills

Objective: Trainees will be able to formulate and utilize a personalizing response. The development of this skill will be facilitated by active participation in a training group.

Exercise 29: Formulating the Personalizing Response

Purpose: To gain minimal competence in utilization of the personalizing response.

Procedure:

1. Find a partner in your training group.

2. Work together formulating a personalizing response for the five situations below. Discuss together the best personalizing response (personalizing the problem and the goal) and write one out. Remember the formula, "You feel _____ because you _____ and you want to _____."

3. After each pair has formed a response for each situation, come back together as a group and discuss the different possible responses. Remember the group's purpose: to support one another, not to criticize.

4. The leader should:

   Structure the follow-up discussion in such a way that the experience is positive for the trainees. Skill development may still be in the early stages, and if so, group members need encouragement.

Five Situations: (#1 is given as an example)

1. 10th grade boy - "I would like to go on to college when I finish high school. I know that's what I want to do. But, some of those courses I need, like chemistry, and physics, and algebra II, I just don't know how I'm going to get through all that."

   Personalized Response:

   You are concerned and confused about plans for college because you are not sure you can make it through the prerequisites due to math/science weaknesses, but you do want to get prepared and make it.

2. 9th grade girl - "I know I'm supposed to dress out in gym clothes but I don't care, I'm not going to do it. Those creepy girls just want to make fun of me when we have to take showers."

3. 11th grade girl - "This school gets more like a prison every day. First, you tell us we can't go braless. Now, you say we can't wear hip-hugger pants. Wow, all we want is to be comfortable. What's the big deal, anyway?"

4. 8th grade boy - "I tried just like you asked us, Mrs. Chambers, to get my father to the PTA meeting last night. But I guess I overdid it. After the third time at asking him he sent me to my room and said something like, PTA is just alot of crap."

5. 7th grade girl - "Somebody keeps writing 'fat-so' on my wall locker, this is the second time this week. Why don't they just leave me alone."

UNIT VI

VI. Confrontation and Feedback Skills

Objective: Trainees will be able to use confrontation and feedback skills effectively in a helping relationship. The development of these skills will be facilitated by active participation in a training group.

Exercise 30: Confrontation

Purpose: To practice confrontation with a partner.

Procedure:

1. Remember the suggested format for confrontation: "on the one hand . . . but on the other hand. . . ."

2. Find a partner and move to a corner of the room.

3. Partner A should make up a couple of examples similar to the ones used to demonstrate confrontation. For example, telling a person you are happy with a frown on your face, etc. Partner B will then confront the inconsistency.

4. After several examples switch roles and partner A will be the confronter.

5. After both partners have had an opportunity to confront, they should discuss the whole idea of confrontation. How does it make you feel? Do you think it is useful or not? Are you comfortable confronting another person? What would help you become a more effective confronter?

UNIT VII

VII. Initiating Skills

Objective: Trainees will be able to formulate and utilize an initiating response. The development of this skill will be facilitated by active participation in a training group.

Exercise 31: Initiating Skills (Group Practice)

Purpose: To practice initiating responses with a partner.

Procedure:

1. Find a partner.

2. Partner A should choose a personal goal (e.g., a goal of a week's vacation this summer at the beach, to stop smoking, etc.). Partner A should state the goal and then Partner B should help him/her formulate specific action steps to reach the goal. Remember the formula, "Your goal is _____ _____ etc." Review the complete description of the initiating response described in Unit VII, Part One, of this manual.

3. Switch roles and let Partner B select a goal.

4. After each partner has a chance to practice, discuss any problems you may have had with this skill.

THE LAST WORD

You have now completed an introductory manual on Basic Helping Skills. Hopefully, as a result of your experience during the training sessions, you now feel better prepared to incorporate some Helping Skills' concepts into your school through your relationships with your students, fellow educators, and administrators. The materials in this training manual were designed simply to introduce you to Helping Skills Training, and should not be considered a comprehensive coverage of this field.

Included in this manual is a list of references which will provide you with a more in-depth study of the areas of Helping Skills and Human Relations you may desire to pursue. Many other publications are also available through your public or professional library or possibly through your school counselor.

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